

VISIT...

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Tutor Teaching Tips

Lesson 29: Other Final Blends • Part 1

MATERIALS

Letter page

Introducing Other Final Blends



10–15 minutes

Point to the word *lamp* on the letter page as you read the word. Explain that the letters *m* and *p* blend together at the end of the word to make the sounds /mp/. Have the child repeat the sounds. Point to the words at the bottom of the page and explain that they each end with a blend. Have the child tell you the two letters that end each word and say the sounds they stand for. Ask the child to sound out each word with you as you run your finger under each letter. Then have the child sound out each word on his/her own.

Picture cards

Using a large piece of chart paper, write the blends in a row across the page: *-mp*, *-ft*, *-lt*, *-sp*, *-sk*, *-st*. Lay the paper on the table. Name the pictures with the child: *chest*, *fist*, *ramp*, *shrimp*, *blimp*, *desk*, *disk*, *mask*, *raft*, *gift*, *belt*, *salt*, *kilt*, *wasp*, *stump*. Ask the child to lay each picture under the blend its name ends with. Tell the child if he/she forgets the picture name.

Blend Words



5–8 minutes

Letter cards:
plump;
Workmat

Line up the letter cards *p*, *l*, *u*, *m*, and *p* under the row of five boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of the letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word. Point out that the word starts with an *l*-family blend and ends with the blend *-mp*.

Letter cards:
complete set

Repeat the process with the words *mask*, *swift*, *belt*, and *gasp*. Give the child the letters needed to blend one word at a time.

Game cards

Shuffle the game cards and spread them face down on the table. Have the child turn over two words and read them. If the words end with the same blend, the child gets to keep the cards. If not, the child turns the cards back over. It is now your turn.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
find, *green*, *new*,
soon, *use*, *much*,
very, *should*,
through, *long*,
pretty

Read the new high-frequency words to the child one at a time as you hold up the flash cards. Have the child look at each card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards. Repeat several times, mixing up the cards each time.

Flash cards:
bikes, *hope*, *lost*,
across, *need*,
sudden, *blew*,
Justin

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash them several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 29: Other Final Blends • Part 2

MATERIALS

Letter page

Letter cards:
complete set

Flash cards

Practice sheet

Decodable book:
Lost in the Dump

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the blends and their sounds. Ask the child to say some words that end with each blend.

Give the child the letter cards. Say the following words, one at a time: *soft, kilt, stump, fast, gasp*. Have the child repeat the sounds in the word and find the letters to spell it. Repeat the sounds for the child if he/she has difficulty finding the right letters to use. Have the child run his/her finger under each sound as he/she reads the word he/she has made. Then have him/her make the next word using the letter cards.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the new words in row 1 of the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask what happened to Justin's leg.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

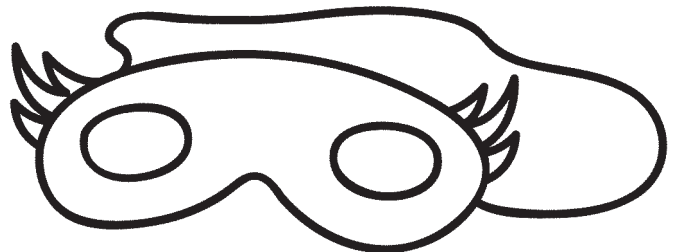
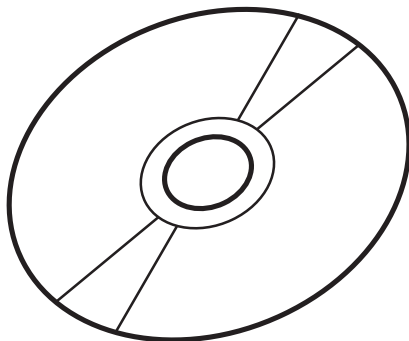
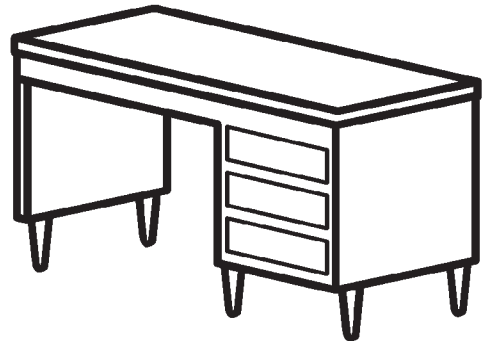
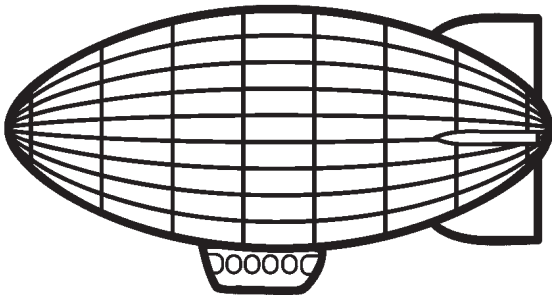
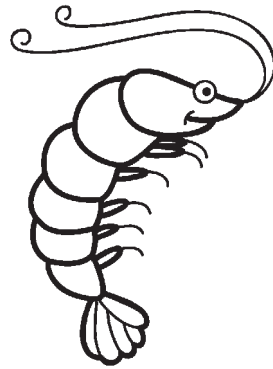
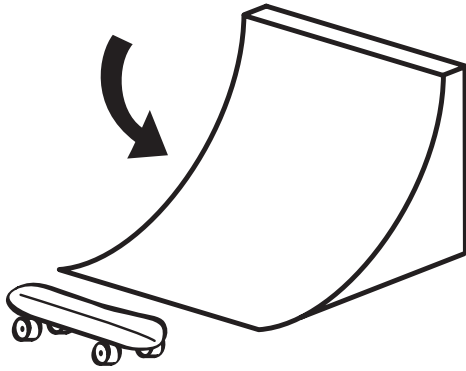
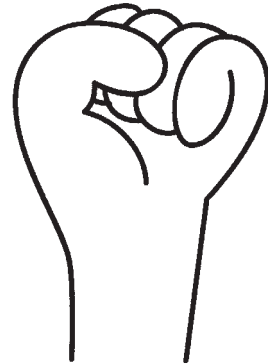
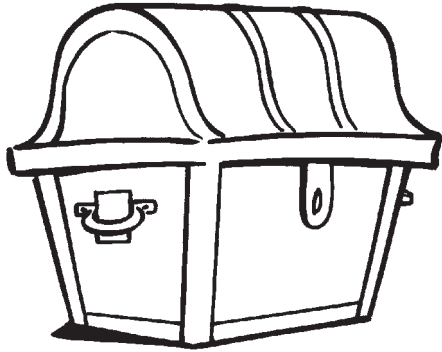
If time permits, play the game from Part 1 again.

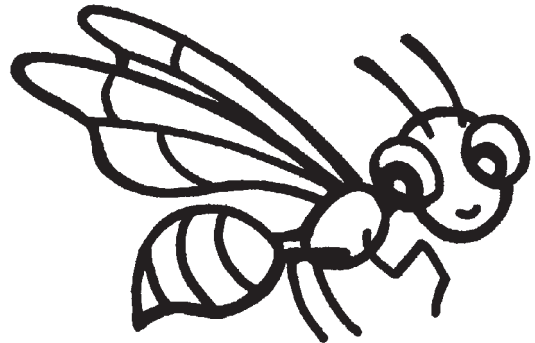
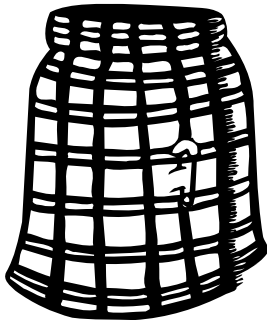
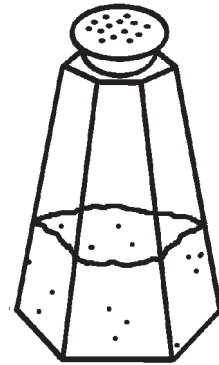
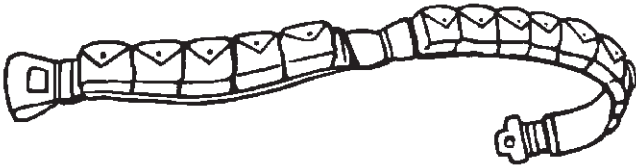
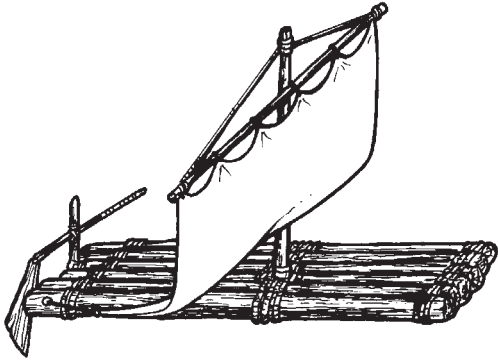
Other Final Blends



lamp

soft **belt** **crisp** **fast** **disk**







p	l	u	m	p
s	a	k	w	i
f	b	e	t	g
o				

ramp

stump

blimp

lamp

pest

past

crust

trust

risk

task

gift

craft

belt

quilt

clasp

crisp

find

green

new

soon

use

should

much

very



through

pretty

long

here

came

pulled

were

there

our

said

could

bikes

hope

sudden

blew

lost

need

across

should

now

never

your

would

Justin

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	ramp • jump • cost • vast dump • west • mist • lamp must • lost • junk
2 Reviewed words	want • went • stuff • smell step • brand
3 New h-f words	find • green • new • soon use • should • much • very through • pretty • long
4 Reviewed h-f words	there • were • our • said here • came • pulled • could
5 Phrases	jump the ramp junk in the dump
6 Sentences	Justin was lost in the dump. The lamp must cost a lot.

INSTRUCTIONS: Have the child name the picture and write the final blend he/she hears on the top line. Then have him/her write a different word that ends with that final blend on the second line.

